**Policy Name: Inclusion
Policy 2023-24**

Policy reviewed by: Fionnuala Nic Conmara

Date reviewed: September 2023

Date of next review: September 2024

Contents

'Progress Beyond Limits'

1. Our Vision, Values and Aims

All children have the right to access quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Appendix 5 of this Policy. Jumeirah College caters for students with a range of special educational needs and disabilities along with those who are More and Exceptionally Able (MEA/G&T). For information on MEA/G&T please refer to the relevant policy. Applications for admission to the school for children with special educational needs and disabilities are welcomed. Where necessary modification, adaptation and differentiation takes place to ensure, 'progress beyond limits'.

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that, "special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution".

https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf

Each teacher in Jumeirah College, has a responsibility to teach students with a Special Educational Need or Disability (SEND) and students with Additional Educational Needs (AEN). This also includes students with English as an Additional Language (EAL) (see separate policy) and students identified as More and Exceptionally Able (G&T) (see separate policy).

Teachers are responsible for the learning, progress and outcomes of all the students in their classrooms. Teaching and learning is adapted and the curriculum modified where necessary, to meet the needs of each individual student. Monitoring, identification, plans and support within Jumeirah College will be coordinated by the Inclusion Support Team. The Inclusion Team within the school is known as SfL (Support for Learning).

Our mission is to ensure that every student will reach their full potential holistically; this includes academically, socially, emotionally and physically, whilst feeling included, secure and valued.

There is a culture of respect for others and their learning.

The Principal is Mr. Nick Brain

The Inclusion Governor is Mrs. Jodie Quinn

The Inclusion Champion is Mr. Rob Kesterton

The Head of Inclusion is Fionnuala Nic Conmara f.nicconmara_jcd@gemsedu.com

2. Objectives

The policy was developed through consultation with staff, students and key stakeholders. This policy was written by the Leaders of Inclusion in conjunction with the Inclusion Support Team.

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.

Our whole school approach is encapsulated in the following objectives in line with section 6.2 of the SEND Code of Practice (UK, 2015) which states:

- we use our best endeavours to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs;

- we ensure that students and young people with SEND engage in the activities of the school, alongside students who do not have SEND;

- we designate a qualified and experienced professional to be responsible for coordinating SEND provision; the Leader of Inclusion;

- parents will be informed when special educational provision for a student is required;

- We provide support, advice and training for parents and staff working with students with SEND.

Inclusion Statement

"Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community."
(Dubai Inclusive Education Policy Framework, p.53)

Legislation
Jumeirah College works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:
- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination

- Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai Article 4 (14), Article 14 (16), Article 13 (17), Article 13 (19), Article 23 (4).
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- as well as the SEND Code of Practice (UK, 2015).

Admission

Jumeirah College is highly committed to being an inclusive school which admits students with a variety of needs including those who are gifted and talented, special educational needs, or have physical, emotional, social, cultural or language challenges. For further information about the admissions process please refer to the Admissions Policy.

Identification of Need

Jumeirah College seeks to identify the presence and impact of barriers to successful social, emotional and academic inclusion and success. We will continuously address and remove any barriers found for all students.

Delivery of Learning

Teachers will provide differentiated learning opportunities for all students and provide materials appropriate to children's interests and abilities. This ensures that all students have full access to the school curriculum.

Ensuring Progress

Jumeirah College is committed to ensuring that all students have access to high quality pastoral, teaching and learning support to ensure that their personalised learning pathway meets their individual needs.

At Jumeirah College we have three groups of students who have above and beyond the typical needs of students. These are:

- More and Exceptionally Able
- Special Educational Needs
- English as an Additional Language / English Language Learners

Jumeirah College has additional Policy and Procedure for identifying and supporting students who fall into these groups. These procedures include clarity for the identification, intervention, personalisation, differentiation, and support for students.

Students

Students are regularly consulted with respect to their personalised pathway. The school has an embedded ethos of student assessment, feedback, reporting and pastoral care. Students are encouraged to be welcoming of others and are taught to celebrate their differences.

All students with a SEND and many with an AEN are provided with a learner profile. This is written in collaboration with the students and their parents. It includes a section on their strengths, challenges and most importantly student voice. This section allows students to express what teaching strategies work for them. Once the learner profile has been approved by their parents, it is sent to their teachers and uploaded onto the provision map.

Parents

Collaboration between parents and schools results in a more inclusive educational environment. Ascertaining parents' opinions is essential as parental satisfaction, along with their involvement in their children's education, results in an increase in their child's educational progression. Therefore, in Jumeirah College we strive to ensure the communication between the school and parents is continuous. This communication takes many forms:

- Continuous SfL parent consultations
- Coffee morning events for parents of children supported by SfL.
- Parent teacher meetings
- A comprehensive reporting cycle
- Communication through the newsletter
- Parent voice is welcomed and an open-door policy is in place for the parents.
- Parents are encouraged to work collaboratively within the school community
- Head of Inclusion attends Parent's Committee AGM
- End of year survey to parents.

Teachers

High quality recruitment and continuous professional development results in committed professionalism of a highly inclusive nature. The Head of Teaching and Learning in Jumeirah College, ensures professional development is provided, many of the topics pertain to inclusion. The HoI also provides and facilitates professional development for teachers. A questionnaire was developed in order to ascertain where teachers felt they required additional support.

Wider Community

Jumeirah College has a programme of work which includes working alongside the wider community and external agencies.

Inclusion Support Team

Jumeirah College has a whole school community approach which is led by an Inclusion Support Team. This is composed of the Vice Principal, Head of Inclusion, Inclusion Champion, Inclusion Governor, Teacher, learning support assistants, student and a parent. The Inclusion Support Team collaborates with many teams within the school.

Inclusion Support Team	
Rob Kesterton	Inclusion Champion
Fionnuala Nic Conmara	Head of Inclusion
Jodie Quinn	Inclusion Governor
Kathryn Stubbs	Parent Representative
Navieka Chandnani	Student Representative
Alexandra Tipper	Teacher Representative
Denise Allan	Learning Support Assistant Representative
SfL Team	
Tamzin Partridge	Learning Support Teacher: Literacy Specialist
Deirdre Fitzpatrick	Learning Support Teacher: Life Skills Lead
Fauziah Farouk	Learning Support Teacher
Syed Sarmad	ELL Teacher
Denise Allan	Sfl Admin Assistant
Monowara Begum	Learning Support Assistant
Shireen D'Souza	Learning Support Assistant
Shalini Mehta	Learning Support Assistant
Nick Rungurua	Learning Support Assistant
Martin Loftus	Learning Support Assistant
Katy Hanson	Learning Support Assistant
Shireen D'Souza	Learning Support Assistant
Yusuf Kadu	Learning Support Assistant

Eram Karim	Learning Support Assistant
Fatma Naseeb	Learning Support Assistant
Gemma Kinsey	Learning Support Assistant

Pastoral Support	
Louise Rodger	Pastoral Vice Principal
Michelle Ryan	Head of Sixth Form
Nadine De Mascarel	School Counsellor
Sam Pedder	Student Experience (Assistant Principal)
Nichola Ford	More and Exceptionally Able Co-ordinator
Andrew Berry	Emirati Students (Senior Teacher)
Dr Tejaswini Acharya	School Doctor
Raeesah Korimbocus	Head of Year 13
Mark Cahalane	Head of Year 12
Heidi Godinho	Head of Year 11
John Woolcock	Head of Year 10
Cara Enright	Head of Year 9
Laura Radcliffe	Head of Year 8
Nicola Deans	Head of Year 7
Subject Inclusion Team	
Alexandra Tipper	English and Media Studies
Andrew Berry	Science
Louise Orr	Math
Sophie Burrows and Angela Balfe	History/Politics
John Woolcock	Geography

Graham Parkin	Design Technology
Wahid Hegazi	Arabic and Islamic
Aisling O'Keefe	Business Studies and Economics
Ryan Burke	Drama
Hannah Southam	PE
Harriet Chambers	Music
Julia Gregson	Psychology and sociology
Laura Trivic	Modern Foreign Languages
Genesco Dela Cruz	Comp Sc/ICT

3. Identifying Special Educational Needs

3.1 The purpose of identification

All students within Jumeirah College undergo regular and thorough assessment - formative and summative - throughout their learning journey, to ensure that they are able to make appropriate progress in their learning.

Through regular and holistic assessment, teachers, senior leaders and SfL staff will identify barriers which might impede learning.

The purpose of identification is to allow the SfL team to work with students, parents, teachers and outside agencies to create a plan to implement actions, interventions and to address the barriers that may impact on progress, attainment or well-being.

3.2 Categories

In 2019, the Government of Dubai released a 'Revised Categorisation Framework for Students of Determination (2019-2010).

The following categories are therefore used within the school. These categories are utilised on the provision map to ensure teachers are familiar with the correct terminology.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ([1]including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. [2]*Chronic or acute medical conditions*

As an English Curriculum School, Jumeirah College will also work within the guidelines of the United Kingdom SEND Code of Practice, 2015 where appropriate. The Code of Practice includes four broad categories of need as outlined in sections 6.28 to 6.35.

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Need

Students at Jumeirah College may present with one or more of the following difficulties:

- Falling well below the age-appropriate expected level of attainment
- Specific difficulties in literacy - dyslexia
- Specific difficulties in handwriting- dysgraphia
- Specific difficulties in mathematics - dyscalculia/Acalculia
- Dyspraxia/Developmental Coordination Disorder
- Weaknesses in verbal skills which are sometimes associated with earlier delays in language development (speech and language difficulties)
- General cognitive abilities well below the level of their peers
- Attention Deficit Hyperactivity Disorder, limited attention span, poor organisational skills, impulsive behaviour, sound sensitive (students may receive medication for these challenges)
- Processing difficulties and/or working memory challenges
- Difficulties arising from disrupted educational experience
- Sensory Processing Difficulties
- Autism Spectrum Condition
- Behavioural, Social and Emotional barriers to learning
- Medical reasons that affect learning

3.3 Attendance and Punctuality, Health and welfare

The senior leaders and pastoral teams will contact parents with any concerns regarding the attendance, behaviour and/or the welfare of a student. (Please also see Safeguarding and Child Protection Policy, Attendance and Punctuality and Positive Behaviour Policy)

3.4 English as an Additional Language (EAL)

The SfL Department, in line with section 6.26 of United Kingdom's, 'The SEND Code of practice, 2015' will look carefully at all aspects of a young person's performance in different areas of learning. This will establish whether lack of progress is due to EAL, ELL or SEND. Please refer to the EAL Policy.

4. Graduated Response

4.1 Identification Flowchart

The following information outlines the support through which the school addresses the learning needs of any individual student. The actions are not time-specific and the process described should take place according to the nature and severity of the particular concern(s).

The views of the student and parents should be included in the process of informal information gathering.

The purpose of the SEND Pathway is to remove barriers to learning via the use of assessments, learner profiles, individual education plans and provisions that are put in place in response to the specific needs of individual students.

The catalyst for identifying students will come from students, parents, teachers, external agencies and from data / management processes.

The SfL Team will gather data in accordance with the list below, which will result in the implementation of interventions, planning, delivery and review.

General Identification Pathway

Identification Pathway
Inclusion
2023 - 2024
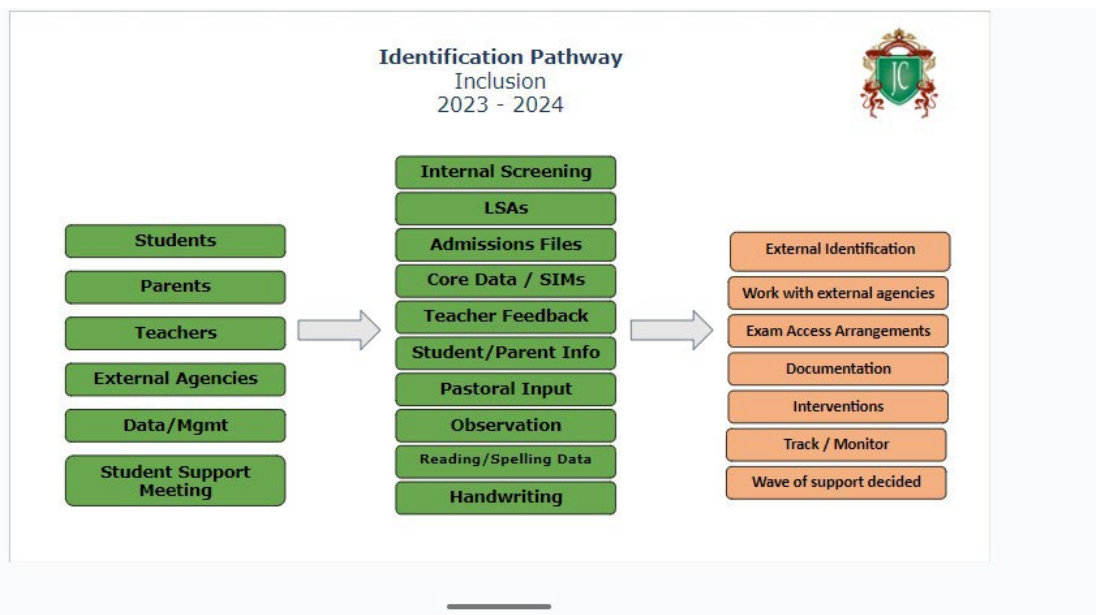
4.2 The Register/Provision Map

The Register is maintained by the Head of Inclusion. The Register is in the form of a spreadsheet and kept on the School Google Drive; Data Protected in line with School Policy. The Head of Inclusion is responsible for maintaining the content. All staff are responsible for ensuring that they are familiar with the content and then utilise the information into their planning, delivery and assessment processes. Training is provided to new staff at the beginning of the year on how to navigate the register.

4.3 Classification of SfL students

Jumeirah College will classify students with any additional need in accordance with the KHDA 2015-16 framework, as defined below.

Special Educational Need and Disability (SEND)

(identified)

- *have an educational need that is different from those of the majority of students.*
- *and which arises from the impact of a known disability or recognised disorder and therefore have an external identification.*

Or

- ***may not*** *have an educational need that is different from those of the majority of students; but*
- *arises from the impact of a known disability or recognised disorder (but may be under investigation).*

Additional Educational Need (AEN)

(Unidentified)

- *have an educational need that is different from those of the majority of students; but*
- ***does not*** *arise from the impact of a known disability or recognised disorder (but may be under investigation).*

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

Jumeirah College acknowledges that they must ensure that the needs of students with SEND are accurately and wholly identified as early as possible in order for strategies to be effective. The SfL team will do this in accordance with the Section 4.1 flow chart above.

Parallel to this, students will be aligned with the graduated response as seen below:

Graduated Response

Wave 1: general support service

High quality differentiated teaching in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support.

Unidentified AEN

Staff/parent/student raises concern
Investigation begins
Beginning of response
Tracking and monitoring
Quality First Teaching
Wellbeing support
May have a learner profile

Identified SEND

Ed Psych/med report received
Review regularly
Tracking and monitoring
Quality First Teaching
Wellbeing support
Will have a learner profile
May receive Exam Access Arrangements

Wave 2: targeted support service

Students may be either be SEND or AEN. As per KHDA Wave 2 students receive specific and time-limited intervention. However due to Arabic exemptions etc the intervention may be for the entire school year. It is expected that a **minority** of students of determination will require access to wave 2 support services. They may receive some or all of the following supports:

Arabic/MFL exemption	Reduced subjects at GCSE
Intervention	Exam Access Arrangements
Literacy intervention	Learner Profile
LSA support in class	Individual Education Plan
Differentiation	Wellbeing support
Tracking	Lexia

Wave 3: individual support service

Individualised and specialised provision, which is different from that provided to most other students of determination. It is expected that only few students will require access to level 3 support service. **All** students accessing level 3 support service will benefit from the development and implementation of an individual education plan. May receive some or all of the following supports:

Arabic/MFL exemption	1:1 intervention
LSA support in class	Reduced subjects at GCSE
Life Skills Programme (ASDAN)	Withdrawal for overlearning
Literacy intervention	Exam Access Arrangements
Differentiation	Individual Education Plan
OT SALT	Well-being Support
External/Internal Support	Monitoring and tracking

4.4. Graduated Approach

Teachers are provided with a more comprehensive graduated approach depending on the challenges the students are experiencing. These approaches provide teachers with detailed strategies to implement in their classrooms. These strategies were the fruition of collaboration between Heads of Inclusion across the GEMS network.

[Graduated Approach table Cog and Learning.docx](#)
[Graduated Approach tables Comm and Interaction.docx](#)

[Graduated Approach Tables Physical Needs.docx](#)

[Graduated Approach Tables SEMH.docx](#)

[Graduated Approach Tables Sensory Needs.docx](#)

4.5 Quality First Teaching

Teachers play a vital role in the implementation of inclusion. Inclusive teaching practices include differentiation, collaboration, and the ability to respond to the needs of individual learners. These practices are required to enable all students to meet their educational goals.

However, appropriate teaching strategies are not sufficient, a positive attitude is also a crucial component of inclusive teaching. Teacher mindset strongly impacts teachers' provision of inclusion. When a student is unable to complete a task, teachers need to reflect on what the potential barriers to learning are. Teachers are encouraged to use the strategies outlined in the tables above but also in the IEPs and learner profiles.

Quality First Teaching is the delivery of lessons which are differentiated or modified for personalised learning. This enables all students to access learning in a meaningful and impactful way. Additional support does not replace quality first teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes. This includes students who access SfL services.

Where progress is less than expected for a student not associated with SfL, the teacher will follow the SfL Pathway shown in Section 4.1.

Jumeirah College strives to ensure each student makes outstanding progress, relative to their identified needs.

4.6 Curriculum

All students should have access to a broad and balanced curriculum in line with KHDA regulations. Teachers must set high expectations for every student, regardless of their prior attainment. Teachers at Jumeirah College use appropriate baseline assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned and delivered to address potential areas of difficulty and remove barriers to individual student's progress. Students with SEND will access the school curriculum, unless they have an official exemption, or student needs are so high that they require additional modification.

Where specialist support is required, students may be withdrawn for intervention. There are different pathways in place for wave 3 students. 3 students are taking (ASDAN) alongside some mainstream lessons and 1 student is attending Mymaximus twice per week.

4.7 Reviewing quality of teaching and learning

All teachers have lesson observations to ensure that quality first teaching and learning is delivered for all students as well as those with SEND. The SfL leaders are involved in this process. The outcomes of the lesson observations and learning walks inform the areas of professional development required. High quality teaching methodologies observed are also shared through the weekly, "teach meet" professional development sessions.

4.8 Improving teachers' understanding

The Head of Inclusion will ensure all staff are aware of who the students are, that are identified on the register as SEND. When students are newly identified or learner profiles updated/written, teachers will be emailed immediately. Staff are supported through training and regular meetings. The SfL Team will provide information on strategies, documentation, training and identification of students to inform practice and upskill knowledge of SEND. All teachers are required to complete formal external training - KHDA Mandatory Professional Development, in addition to internal sessions.

5. Managing students' needs on the SfL Register

5.1   Individual Education Plans (IEPs)

IEPs are created for students in wave 3 and some students in wave 2, as outlined in **Section 4.3**, and have followed the pathway in **Section 3**. This system is used to assess, plan, implement and review any identified SEND provision. The IEPs are a student's 'roadmap' for their removal of barriers. They are written in consultation with the students and their families. Teachers are invited to contribute also. This is more challenging in the secondary context as not all targets pertain to each subject. However, teachers are encouraged to review the targets and teaching strategies outlined and implement them. Some of the targets may have a social/emotional focus and therefore be the responsibility of every teacher to support. The IEPs are reviewed termly with all stakeholders. Targets may continue if they were not achieved in one term.

5.2 Learner Profiles.

The majority of students with Wave 1-2 SEND/AEN have a learner profile. This document is written, and on a needs basis updated on a yearly basis. It allows teachers to have a snapshot of the students strengths, challenges, exam access arrangements and provision of support. More importantly it serves as a communication tool between the student and their teachers. It allows the student to voice preferred teaching methods. Students are encouraged to update the strategies over the course of the academic year as their requirements change.

5.3 Provision

The level of provision is decided by the Head of Inclusion alongside stakeholders.

Each student has a different need and a different level of required support. The services Jumeirah College offer include:

- Life Skills (ASDAN) programme
- 1:1 specific intervention
- Small group intervention
- In-class LSA support
- Dyslexia screening and intervention (not identification)
- Lexonik Leap, Advance and Vocabulary
- Adapted curriculum (e.g. reduced GCSE)
- Specialised curriculum
- Extra-curricular activities such as peer mentoring
- Use of technology e.g. Lexia
- ELL lessons
- Exam Access Arrangements

5.4 Review: Student Progress Meetings

Each year group is reviewed holistically every three weeks by the student progress group. The student progress group includes:

- Head of Inclusion
- College Counsellor
- Pastoral Vice Principal/Head of 6th Form
- Heads Of Year
- Career's Counsellor (6th form meetings)

The team reviews both the provision map and the referrals list, and reviews students as needs arise.

6. Criteria for being removed from registers

All students have their identified needs and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register.

- Student Progress Meetings
- Assessments
- Teacher feedback

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- Class observations
- IEP/LP target reviews
- Parent feedback
- Student feedback

The Head of Inclusion will decide if a student's placement on the register is no longer necessary. The Head of Inclusion will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing.

7. Supporting students and families

7.1 Internal Support

During the identification process it may be necessary for a student to be referred to a specialist. Within the SfL department, we have a team of specialists who are able to offer support in dyslexia, autism, social and emotional needs, wellbeing and English as a Second Language, whose expertise may be accessed on a needs basis.

Referral to any in-school specialist is carried out by the Head of Inclusion and stakeholders following the Pathway.

A referral to the Specialist could typically include:

- Completion of a referral form by the teacher
- The teacher will inform the parents of the referral
- Initial observation and data gathering
- Baseline assessments
- Personalised interventions as appropriate
- In class support from SfL

A formal observation and/or assessment will take place through any of the following steps:

- with agreement by the parent and/or;
- after meeting with the parent and/or;
- after written notification with the parent.

Following observation and/or assessment the outcomes will inform the next steps, which will be personalised to the student's needs.

Specialists can provide support to students, parents and teachers depending upon the individual needs. This may include one or more of the following:

- a home programme
- recommendation for further support
- a school-based programme devised by the specialist, to be carried out by SfL team/LSA/teacher, with regular review and input from the specialist
- Learner Profile/IEP

7.2 External Support

Where applicable, parents will be guided by the Head of Inclusion towards external professionals. External professionals will be known to the school and will have read the Safeguarding/Child Protection Policy and signed a Confidentiality Agreement. Parents are requested to share any assessments completed externally with the contact details of the external agency, to the Head of Inclusion.

7.2 Parental Involvement

The involvement of parents is a key factor to the success of the provision for students with special and/or additional educational needs. Ongoing parental engagement is encouraged and the SfL team offers regular workshops, review meetings and operates an open-door policy. Where possible, the Head of Inclusion attends whole school functions such as Parents' Evening, Awards Ceremonies, Parent Assemblies etc. to remain accessible. The Head of Inclusion's email address is widely available.

7.3 Admission arrangements

The Admission Arrangements and Policy can be found on the school website. The procedures are aligned with the expectations of international best practice as guided by Section 3.1 of the KHDA inspection handbook.

7.4 Examinations

Within Jumeirah College students receive the appropriate exam accommodations for internal exams, according to the provision recommended by their educational psychologists' report. When students reach GCSE and A Level, they will receive Exam Access Arrangements as required in line with the school policy on EAA and the **JCQ Access Arrangements, Reasonable Adjustments and Special Considerations Regulations and Guidance.** This is updated on a yearly basis.

7.5 Medical Conditions

We use the 'School Health Guidelines Manual for Private Schools in Dubai' by Dubai Health Authority for managing the medical conditions of students, this can be found at:

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7.6 Standard School Service

Within Jumeirah College we adhere to the regulations, as set out in the Dubai Inclusive Education Policy Framework Directives and below lists our adherence to the Standard School Service.

- The Head of Inclusion is Fionnuala Nic Conmara
- SfL has one learning support teacher specialising in literacy (3 days per week)
- SfL has one learning support teacher specialising in ASDAN
- SfL has one learning support teacher, supporting students with their curriculum support
- SfL has one ELL teacher supporting students learning English.
- SfL has nine school funded Learning Support Assistants who support students both in lessons and in withdrawal support.
- The College has one full time College Counsellor
- The College has a teacher dedicated to Teaching and Learning
- The College has multiple levels of pastoral support and dedicated staff
- The College conducts CAT 4, GL Progress Tests and PASS across the whole school at a variety of points for each year group. PISA every three years (Years 10-11), and PBTS (Year 10) in the non-PISA years. PBTS is the Pisa Based Testing System. TIMSS is administered every three years (Year 9). TIMSS is Trends in Maths and Science Study.
- Three members of the SfL team are registered Qualified Test Users with a Certificate of Competence in Educational Testing and are Members of the British Psychological Society. As such we also administer the New Group Reading Test (NGRT) YARC, LADS, LUCID, Weschler Individual Achievement Test (WIAT-III) and the Comprehensive Test of Phonological Processing (CTOPP).
- The College has a wide range of physical resources to support learning experiences in common learning environments, including access to resource rooms and learning support spaces.
- The vast majority of students (Wave 1 and 2) supported by SfL with SEND/AEN have Learner Profiles. This ensures teachers have a clear understanding of the students' needs educationally and emotionally.
- A minority of students (Wave 2-3) are provided with Individual Education Plans to support students' access to specialist provisions.
- Each curriculum area modifies the curriculum and ensures appropriate adaptations.
- Small groups or one to one sessions are delivered by all teaching and support staff.
- LSAs are currently provided free of charge.
- Students have access to training in assistive technology.
- Parents and students have access to school-based specialist support and guidance.
- Students and Staff have consistent access to support and training in Child Protection, Safeguarding, Health and Safety, Lockdown and Evacuation and other emergency procedures.
- The College regularly conducts physical environment assessments to identify and mitigate risks that can be relevant to the students.
- Each department has a subject inclusion lead. This role involves creating an action plan to

support students with SEND and acting as a conduit between SfL and their department.

- Many departments offer their own intervention lessons also.

8. Monitoring and Evaluation of SEND

Monitoring and evaluating the quality of provision offered to students is carried out by obtaining:

- Staff views
- Student views
- Learning Journeys/Journals
- Parental feedback
- Lesson Observations
- Tracking evidence of students on IEP / LPs
- Learning walks
- IEP / LP targets achieved
- School SEF

The purpose of regular monitoring and evaluation is to promote an active process and atmosphere of continual review and improvement of provision for all students.

9. Training and Resources

9.1   Training

Internal training provisions are led by the Head of Inclusion, to ensure that all staff are aware of the learning needs of SEND students and have the skillset to support them. Training is delivered, via staff PD, publications and a number of whole school training sessions. Whole school PD is also provided by the head of Teaching and Learning. This will include the most up to date strategies according to the SEND Code of Practice. External training will take place for all Teaching Staff in line with the KHDA (Mandatory Units required for Teaching Licensing) and GEMS (English Inclusive Education Practices Programme) training programmes. All training will be supported in accordance with the Jumeirah College PD Policy.

9.2 Induction of new staff

The Head of Inclusion will present to the new staff on four different occasions The first presentation will explain the history and context behind inclusion in private schools in Dubai. Next, there is a workshop on navigating the provision map, learner profiles and how to book exam access arrangements. The third session will be during the whole school presentation which will focus on the whole provision of inclusion for the year ahead. Finally the head of inclusion will present to the new teachers on supportive teaching strategies for students with SEND. The Head of Inclusion will also be available to answer any questions new staff may have.

9.3 GEMS Network Meeting

The Head of Inclusion will meet regularly to share best practice and keep up to date with local and national incentives. This will also ensure consistency across the GEMS schools. A member of SLT will be invited to attend these meetings where appropriate.

10. Roles and Responsibilities

The Principal, Inclusion Governor, Inclusion Champion, Head of Inclusion, Support Teachers, Learning Support Assistants and Classroom Teachers will adhere to the responsibilities laid out in the Dubai Inclusive Education Policy Framework Implementation Guide of 2019.

10.1 The Head of Inclusion

The day-to-day provision for SEND is the responsibility of the Head of Inclusion. However, as the provision involves all aspects of school learning, the responsibility will include leaders across the school, as well as individual teachers.

The role of the Head of Inclusion is to:

- ensure that Inclusion Audit and Dubai Inclusive Education Policy Framework and associated legislation is being implemented including the implementation of an inclusive education support team;
- work alongside learning support teachers, class teachers and senior leadership to provide effective provision, training, support and knowledge;
- ensure data is accurately recorded on the tracking system and that any planning for learning and teaching is consistent with whole school educational policies and practice.

10.2 Class Teacher

Class teachers are expected to plan students' learning to be directly related to their student's Learner Profiles and/or specific needs as stated in the KHDA Inspection Handbook. Teaching may be on an individual or group basis and involve specialist teachers or learning assistants.

10.3 Learning Support Assistants LSAs

The role of the LSA is to:

- work under the direction of the Head of Inclusion (line manager);
- collaborate with the class teacher to support students with a Learner Profile and/or IEP in the classroom;
- work both within the classroom, small groups and one to one, to support students who have identified and unidentified learning needs;

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- encourage and support with activities outside of lessons to enable them to participate as fully as possible e.g. mentoring, support programmes, movement about the building and accompanying students on school trips.

10.4 Learning Support Specialists

A Role Description is available in Appendix 6. The role of the Learning Support teacher is to:

- work under the direction of the Head of Inclusion;
- to support other teachers to plan and deliver high quality lessons;
- to work alongside teachers to support specialist differentiating
- to support in school training;
- to contribute to the Learner Profiles;
- to maintain an 'Inclusion Plan' for their respective departments.

10.5 Wellbeing

The Head of Inclusion works closely with the wellbeing team to ensure the wellbeing of students of determination as a priority. SLT shares the results of the PASS data and TOOT TOOT with the HoI. The Head of Inclusion communicates daily with the school counsellor to share feedback from meetings with parents and students and data from psychological educational reports which highlight anxiety/depression as a concern. The student progress team meets regularly with the Head of Inclusion to ensure transparency and sharing of data and to plan for the provision of support. The head of inclusion will work alongside the counsellor and the assistant principal for student experience, to write a student wellbeing policy and plan.

Students with social and emotional needs are supported in SfL. This may include:

- Space to study (6th Form students)
- Encouraging students to participate in ECAs to support their needs (mindfulness colouring/yoga/public speaking/running club/drama)
- EAA for students when teachers note their teaching and learning is affected.
- Encouragement and guidance from the SfL department.
- Supportive targets and strategies on their IEPs/learner profiles.

10.6 Medical

The school doctor and nurses are responsible for meeting the medical needs of students and will work with the Head of Inclusion to ensure transparency and sharing of data.

10.7 Safeguarding

A Designated Safeguarding Leader will meet with the Head of Inclusion weekly to ensure transparency and sharing of data.

11. Storing and managing information

SEND information is stored on the school management system and complies with the Data Protection Act and is being amended to comply with GDPR.

12. Reviewing the Policy

The Inclusion Support Team will review the Policy annually with the Head of Inclusion and the Senior Leadership teams to ensure that the guidance provided is up to date with best international practices.

13. Dealing with complaints

Complaints should be made in writing directly to the Head of Inclusion and/or Senior Leadership Teams.

This policy was reviewed in September 2023.

Next review September 2024

Appendix 1 - Glossary of terms ملحق 1: فهرس المصطلحات

Special Educational Needs (SEN)	*have* an educational need that is different from those of the majority of students. *and* which arises from the impact of a disability or recognised disorder and therefore have an external identification.
الاحتياجات التعليمية الخاصة	• لدى هؤلاء احتياج تعلمي مختلف عن ما يتلقاه غالبية الطلبة • وهذا الاحتياج ناجم عن إعاقة ما أو اضطراب محدد، وهؤلاء قد تم تشخيصهم من قبل جهة مختصة.
Additional Educational Needs (AEN)	*have* an educational need that is different from those of the majority of students; but *does not* arise from the impact of a disability or recognised disorder *(i.e. internally assessed literacy issues with intervention)* *or* *may not* have an educational need that is different from those of the majority of students; but *does* arise from the impact of a disability or recognised disorder
الاحتياجات التعليمية الإضافية	• لدى هؤلاء احتياج تعلمي مختلف عن ما يتلقاه غالبية الطلبة، ولكن • احتياجهم ليس ناجما عن إعاقة أو أضطراب محدد) مثال: من تم تشخيصهم داخليا بأنهم بحاجة لمساعدة وتدخل في عملية القراءة والكتابة وأيضا خلال أداء المتحانات(. أو • قد ال يكون لديهم احتياج تعلمي مختلف عن غالبية وبقية الطالب، لكن احتياجهم يظهر نتيجة لوجود إعاقة أو اضطراب محدد لديهم*
Graduated Response	The graduated response consists of dividing students into three levels of support needs. Wave 1 students are supported by quality first teaching, Wave 2 require learning support intervention to close the gap between them and their peers and Wave 3 are students with an identified SEND and therefore an IEP/MAP
الاستجابة المتدرجة لدعم الطلبه	المستوى األول للدعم: طالب يستجيبون لدروس عالية الجودة.

	المستوى الثاني للدعم: يحتاج الطالب إلى معلم مساعد لكي يضمن أن المعلومة وصلت بشكل تام وصحيح وصول الى تضييق الفجوة والفارق في التحصيل بينه وبين زملائه في الصف.
	وى الثالث للدعم: هذا المستوى يتعامل مع الطلبة الذين سبق تشخيصهم بكونهم من ذوي الاحتياجات الخاصة، وهنا يحتاج الطالب إلى خطة تدريس خاصة به والى دعم إضافي خارج الحصة الصفية.
I.E.P	Individual education plan
خطة تدريس فردية	خطة تعليم فردية خاصة
Special Educational Needs Co-ordinator (SENDCo)	The Head of Inclusion and/or with specific responsibilities relating to the provisions for students with SEN.
منسق ومدير وحدة دعم الاحتياجات التعليمية الخاصة	منسق ومدير وحدة الدمج لديه صلاحيات واضحة ويعمل وفقا لأحكام متعلقة بجميع الطلبة من ذوي الاحتياجات
Learning Support	The department that provides provision for students with SEN at Jumeirah College the department is called SfL - which stands for Support
التعليم المساند	الدائرة التي توفرما يحتاجه الطلبة من ذوي الاحتياجات الخاصة في كلية الجميرا، وتسمى دائرة التعليم المساند.
Learning Support Register	This is Jumeirah College's list of students who are supported by Learning Support (SfL). Also known as the Provision Map.
سجل التعليم المساند	هذا يشير الى سجل او قائمة كلية جميرا التي تضم اسماء الطلبة الذين يتلقون الدعم من دائرة التعليم المساند، وتعرف هذه القائمة أيضا باسم " خريطة الدعم المساند".
SEND Code of Practice, 2015	SEND (Special Educational needs and Disability) Code of Practice, 2015 is a document released by both the departments for health and education providing guidance on how a Special educational needs department should operate.

هي وثيقة صدرت عام 2015 من قبل وزارة التعليم والصحة لدعم ذوي الإحتياجات الخاصة.	ذوي الإحتياجات الخاصة
Identification Pathway Sequence of procedures followed by professionals at Jumeirah College if a student is suspected of having SEN.	
هي مجموعة من الاجراءات المتبعة من قبل المختصين في كلية الجميرا والموجهة للطالب الذي يعتقد بأن لديه احتياجات خاصة.	تحديد مسار الدعم
Able, Gifted and Talented (AGT) A term used in schools to describe students who have the potential to develop significantly beyond what is expected for their age. **More and/or Exceptionally Able (MEA)** 'Gifted' refers to a student who has abilities in one or more academic subjects, such as English or maths. 'Talented' refers to a student who has skills in a practical area such as music, sports or art.	
مصطلح يستخدم في المدارس لوصف الطلبة الذين لديهم القدرة على التطور بشكل ملحوظ يتجاوز ما هو متوقع من الطلبة في هذه الفئة العمرية. • " المتفوق" مصطلح يشير إلى الطالب الذي لديه قدرات مميزة في واحد أو أكثر من المواد الأكاديمية، مثل اللغة الإنجليزية أو الرياضيات . • "الموهوب" مصطلح يشير إلى الطالب الذي لديه مهارات في مجالات عملية مثل الموسيقى والرياضة أو الفن.	الموهوبين والمتفوقين المتميزون بقدراتهم
Speech, language and communication needs (SLCN) A student with speech, language and communication needs: • might have speech that is difficult to understand • they might struggle to say words or sentences • they may not understand the words that are being used, or the instructions they hear • they may have difficulties knowing how to talk and listen to others in a conversation	
والتواصل واللغة المحادثة في الى دعم يحتاجون الذين الطالب • قد يكون كلامهم غير مفهوم للآخرين. • قد يبذلون جهداً كبيراً من أجل قول الجمل والكلمات.	احتياجات تتعلق باللغة والمحادثة والتواصل

	• قد ال يفهمون الكلمات التي يتم استخدامها، أو التعليمات التي يسمعونه. قد يجدون صعوبة في التكلم واالستماع لآلخرين خالل إجراء محادثة.
Autistic Spectrum Condition (ASC)	A developmental disorder is characterized by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behaviour.
طيف التوحد	اضطراب نمائي يتسم بصعوبة في التفاعل والتواصل االجتماعي، كما يتسم بأن اصحاب هذا االضطراب لديهم أنماط تفكير وسلوك محددة ومقيدة أو متكررة ،وهذه الصفات تشمل المصابين بمتالزمة أسبرجر والتوحد.
Moderate learning difficulties (MLD)	A student with moderate learning difficulties (MLD) is understood to display significant delay in reaching developmental milestones and may have much greater difficulty than their peers in acquiring basic literacy and numeracy skills. They may also have associated speech and language delay, low levels of concentration and under-developed social, emotional and personal skills.
صعوبات التعلم المتوسطة	الطالب الذي يواجه صعوبات تعلم متوسطة يظهر تأخراً في التطور والوصول إلى المستوى المرجو منه وقد يواجه صعوبة أكبر من زمالئه في اكتساب المهارات األساسية في القراءة والكتابة والحساب. كما يمكن ان يظهر لديه تباطؤ في الكالم واللغة وانخفاض في مستويات التركيز والمهارات االجتماعية والعاطفية والشخصية.
Severe learning difficulties (SLD)	A student with a severe learning disability often uses basic words and gestures to communicate their needs. Many need a high level of support.
صعوبات التعلم الشديدة	الكلمات األساسية يستخدم ما غالبا الشديدة اإلعاقات من ذوي الطالب. الدعم من عال مستوى إلى ويحتاجون احتياجاتهم
Profound and multiple learning difficulties (PMLD)	A student who has a profound intellectual disability, which means that their intelligence quotient (IQ) is estimated to be under 20 and therefore they have severely limited understanding.
صعوبات تعلم عميقة ومتعددة	الطالب الذي لديه إعاقة ذهنية عميقة، يعني أن معدل الذكاء لديهم محدود ويقدر أن يحصل على درجة أقل من 20 في اختبار الذكاء، وبالتالي يكون لدى هؤالء قدرات محدودة جدا على الفهم.

Specific learning difficulties (SpLD)	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder, dyscalculia and dysgraphia. All specific learning difficulties (SpLDs) exist on a continuum from mild to moderate to severe.
صعوبات تعلم محددة	هو اضطراب محدد يشمل فهم أو استخدام اللغة المحكية أو المكتوبة، وتظهر أعراض هذا الاضطراب في ضعف المقدرة على الاستماع، التفكير، الكلام ، القراءة ، الكتابة أو التهجئة، أو حتى القيام بالعمليات الحسابية .أكثر هذه الاضطرابات شيوعا هي عسر القراءة، اضطراب نقص الانتباه، فرط النشاط. صعوبة في التعامل مع الأرقام، وصعوبة في تهجئة الكلمات. تشكل صعوبات التعلم المحددة في مجموعها سلسلة متصلة من الاضطرابات الخفيفة إلى المتوسطة والشديدة.
Global Learning Difficulties	When students have learning difficulties that are more generalised and don't relate to a specific neural problem or immaturity, they can be described as having moderate, severe or profound and multiple learning difficulties, depending on their degree of difficulty
صعوبات التعلم العامة	عندما يكون لدى الطالب صعوبات في التعلم أكثر عمومية والتي لا ترتبط بمشكلة عصبية محددة أو مشكلة تعلق بالنمو، حينها يمكن وصف الحالة بأنها تعاني من صعوبات تعلم متوسطة أو شديدة أو عميقة ومتعددة، اعتمادا على درجة الصعوبة.
Vision impairment (VI),	Visually impaired person's eyesight cannot be corrected to a "normal level". It may be said that visual impairment is the functional limitation of the eye or eyes or the vision system.
ضعف البصر	نقول أن الشخص المصاب بإعاقة بصرية عندما ال يمكن تصحيح ضعف البصر لديه إلى "المستوى العادي". ويمكن القول أن ضعف البصر ينجم عن فشل العين أو العينان او الجهاز البصري عن القيام بوظائفها بشكل كامل.
Hearing impairment (HI)	1. A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person

		with this degree of hearing impairment may use a hearing aid to amplify sounds.
	ضعف السمع	ضعف السمع هو فقدان السمع الذي يمنع الشخص من تلقي كافة الأصوات من خالل الأذن . إذا كانت الحالة بسيطة فإن الشخص يواجه صعوبة في سماع الأصوات الخافتة او الآتية من مكان بعيد. ويمكن للشخص الذي يعاني من هذه الدرجة من ضعف السمع أن يستخدم السماعات المساعدة لرفع حدة الأصوات.
Multi-sensory impairment (MSI)		A student who has impairments of both vision and hearing.
	الضعف البصري والسمعي	الطالب الذي يعاني من ضعف في الرؤية والسمع.
Physical disability (PD)		Total or partial loss of a person's bodily functions (e.g. walking, gross motor skills, bladder control etc.) and total or partial loss of a part of the body (e.g. a person with an amputation). Some examples of lifelong physical disabilities include: - amputation; - arthritis; - cerebral palsy; - multiple-sclerosis; - muscular dystrophy; - acquired spinal injury (paraplegia or quadriplegia); - post-polio syndrome; - spina bifida.
	الإعاقة الجسدية	العاقة الجسدية تعني الفقدان الكلي أو الجزئي لوظائف الجسم الجسدية) مثل المشي والمهارات الحركية والتحكم في المثانة / التبول، وما إلى ذلك). كما تشمل فقدان جزئي أو كلي ألحد أعضاء الجسم) على سبيل المثال الشخص الذي لديه بتر لطرف او أطراف في جسمه.(هذه بعض الأمثلة على الإعاقات الجسدية الدائمة: - البتر - التهاب المفاصل - الشلل الدماغي

	• التصلب اللوحي
	• ضمور العضلات
	• إصابة في العمود الفقري) الشلل النصفي أو الكامل"(
	• متلازمة ما بعد شلل الأطفال
	انشقاق العمود الفقري
The Knowledge and Human Development Authority (KHDA)	The educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates.
هيئة التنمية والمعرفة البشرية	مسؤولة عن ضمان الجودة التعليمية والسلطة التنظيمية لحكومة دبي، الإمارات العربية المتحدة.
Cognitive ability test (CATs)	The CAT (cognitive ability test) assesses an individual's ability to reason with and manipulate different types of symbols. Three main types of symbols play a substantial role in human thought. These symbols represent: • words • quantities • spatial, geometric or figural patterns.
اختبار القدرة المعرفية	اختبار القدرة المعرفية: يقيم قدرة الفرد على التفكير ومعالجة أنواع مختلفة من الرموز. ثلاثة أنواع رئيسية تلعب دورا كبيرا في الفكر البشري. تتمثل في: الكلمات - الأرقام - الأنماط المكانية أو الهندسية أو الشكلية
Secondary Leadership Team (SLT)	A team comprising of the Head teacher, Deputy head teachers and Assistant head teachers of the Secondary school.
فريق إدارة المرحلة الثانوية	فريق مكون من مدير المدرسة ونائب رئيس هيئة التدريس ومساعد مدير المدرسة الثانوية.

Appendix 2 – References

2020
Title
KHDA Legislation Webpage
English
https://www.khda.gov.ae/en/regulations
Arabic
https://www.khda.gov.ae/ar/regulations

2006
Title
UN Convention on the Rights of Persons with Disabilities and Optional Protocol
English
https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf
Arabic
https://www.un.org/disabilities/documents/convention/convoptprot-a.pdf

2006
Title
Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
English
https://www.tamm.abudhabi/en/aspects-of-life/peopleofdetermination/peopleofdeterminationrights/LawsandRegulations/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination
Arabic
https://www.tamm.abudhabi/ar-AE/aspects-of-life/peopleofdetermination/peopleofdeterminationrights/LawsandRegulations/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination

2014
Title
Law No. 2 of 2014: Concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
English
https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf
Arabic
https://dlp.dubai.gov.ae/Legislation%20Ar%20Reference/2014/%D9%82%D8%A7%D9%86%D9%88%D9%86%20%D8%B1%D9%82%D9%85%20(2)%20%D9%84%D8%B3%D9%86%D8%A9%202014.pdf

2016	
Title	
Federal Law No. 3 of 2016: Child Rights Law	
English	
https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf	
Arabic	
https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_arabic.pdf	

2017	
Title	
Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai	
English	
https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf	
Arabic	
https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai_Arabic.pdf	

2017	
Title	
Dubai Inclusive Education Policy Framework	
English	
https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf	
Arabic	
https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_Ar.pdf	
Audio English	
https://www.khda.gov.ae/cms/webparts/texteditor/media/Education_Policy_En.wav	

2019	
Title	
Dubai Inclusive Education Policy Implementation	
English	
https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554_SENDPOLICYSCHOOLS_EN.pdf	
Arabic	
https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/Arabic/20190123084554_SENDPOLICYSCHOOLS_AR.pdf	

2020	
Title	
Dubai Inclusive Education Policy Framework: Directives and Guidelines for Inclusive Education	
English	
https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20200126091127_SEND-Report-En.pdf	
Arabic	
https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/Arabic/20200126091127_SEND-Report-Ar.pdf	

2020
Title
Advocating for Inclusive Education, A Guide for Parents.
English
20210323083851_Advocating-for-Inclusive-Education–A-guide-for-parents-En.pdf (khda.gov.ae)
Arabic
Dubai | government knowledge and human development authority | body versions (khda.gov.ae)

Appendix 3 - Inclusion Support Teacher

The Department nominated Inclusion Support Teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches with their teaching practices.

- Support Teachers will work closely with the Head of Inclusion to ensure the dissemination of information and receive support and training as required.

- Support Teachers will serve as a role model, coach and professional mentor for classroom teachers.

- Support Teachers will spend time working directly with individuals or small groups in order to implement interventions and accelerate achievement. Some of these strategies will involve supporting teachers with differentiation, lesson planning, access arrangements, awareness, and the referral process.

- Support Teachers will develop their own personal knowledge and pedagogy through professional resources, collaborating with colleagues and connecting with the community.

- Support Teachers will liaise regularly and directly with the Inclusion Department to increase knowledge and awareness of the variety of student needs and then disseminate information to the teacher.

- Support Teachers will work with the Head of Inclusion to conduct classroom and student observations to ensure student needs are being met.

- Support Teachers will work with their Head of Department to review data and identify students who are causing concern.

- Support Teachers will ensure that specific strategies, learning outcomes, collaborative approaches are fully embedded within their departments.

- Support Teachers will play an important part in building capacity within their departments.

- Support Teachers will ensure that department resources are made available to the inclusion team to support pre and over learning.